

# Kentucky Teacher™

OCTOBER 2002

## Kentucky schools are progressing in quest for proficiency

More than half of Kentucky's 1,182 elementary, middle and high schools had cause to celebrate with the Sept. 19 release of results from the 2000-2002 accountability cycle of the Commonwealth Accountability Testing System (CATS). Altogether, 554 schools met or exceeded their biennial goals and became eligible for three shares of reward money.

Another 138 schools are in the progressing category and eligible for 1/2 share of rewards. Reward amounts are based on reward shares and the number of certified, full-time equivalent staff members at recipient schools.

Ninety schools will receive some type of assistance to improve their scores over the next two years. The 30 lowest-performing schools will receive scholastic audits and the onsite resources of highly skilled educators.

Five elementary schools and one middle school posted a school accountability index of 100 or more. Proficiency, a score of 100 on a 140-point scale, is the goal for all Kentucky schools by 2014. The elementary schools are Anchorage Elementary (100.5 points), Deer Park Elementary in Daviess County (107.8); Central Elementary in Johnson County (104.1) and Oldham County's Goshen Elementary (104.8) and Liberty Elementary (103.7). North Oldham Middle had an index of 101.3.

"Overall, the news is good," said Education Commissioner Gene Wilhoit. "At every grade level and in every content area we are seeing progress. Compared to the 1998-2000 cycle, accountability index scores for 2000-2002 went up at least three points in all grade levels.

"While we are pleased that less than ten percent of our schools will receive

some form of assistance, 508 schools are in the progressing area (of the performance judgment categories)," he continued. "This means they must achieve greater growth over the next two years

to stay on target for proficiency by 2014."

Wilhoit also made these observations about the statewide data from the 2000-2002 accountability cycle:

- Successful schools are moving stu-

dents from the novice level of performance to higher levels, most noticeably in elementary schools.

- In reading, 60.3 percent of elementary students scored proficient or distinguished. Only 14.9 percent scored in the novice category. At middle and high school levels, reading scores show the lowest percentages of novice students (12.17 percent and 18.82 percent, respectively).

- Elementary students scored highest in reading at 81.9, compared to the goal of 100 (proficiency). Second-highest performance was in science at 77.3. Their lowest performance area was arts and humanities, with an overall index of 49.3.

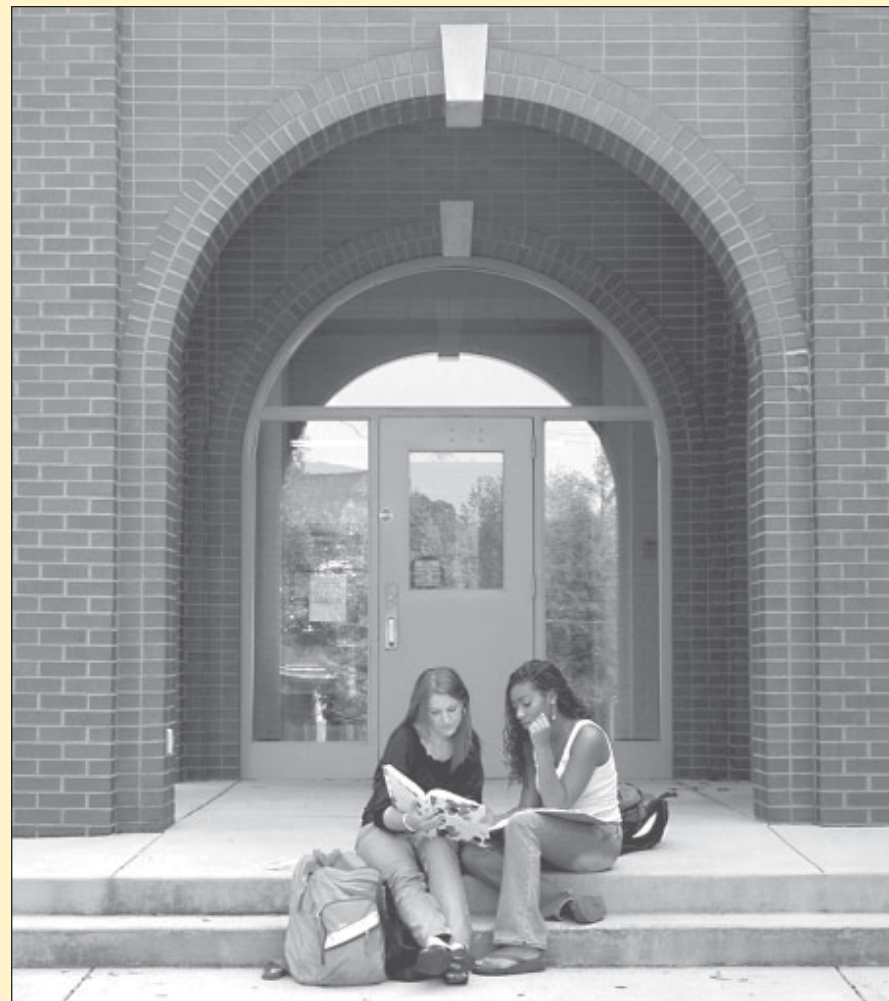
- Middle school students scored highest in reading at 81.3, compared to the goal of 100 (proficiency). Next-highest performances were in social studies at 67.7 and practical living/vocational studies at 67.6. Their lowest performance area was writing, with an overall index of 46.3. In writing, 41.7 percent of students in 7th grade scored in the novice category.

- High school students scored highest in practical living/vocational studies at 72.7. The lowest performance area was writing at 60.1. Scores in reading, mathematics, science and social studies range from 62.3 to 68.1, compared to the goal of 100.

- All regions of the state are making progress at the elementary level.

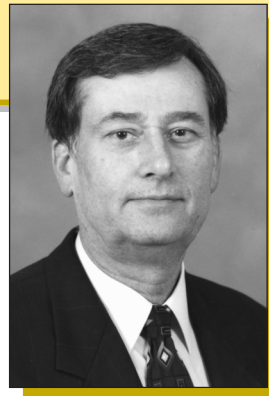
- The gap between actual performance and the goal of 100 remains greater for high schools, whose average is 67.7, and middle schools, whose average is 68.3, than for elementary schools, whose average is 71.9.

*Continued on Page 3*



*'Arch-ery' Lesson*

Jenny Adcock (left) and Sherena Goins compare notes between classes at Somerset High School. Their school will receive rewards for accountability cycle 2002, which means that the school not only guided students to higher levels of achievement on state core content tests but reduced the percentage of students scoring at the novice level and held its dropout rate to less than 5.3 percent.



## COMMISSIONER'S COMMENT

# Congratulations!

**More than half of Kentucky's schools earn rewards; six schools reach proficiency 12 years ahead of 2014**

By Gene Wilhoit  
Commissioner of Education

The Kentucky Core Content Test scores are in, and the news is pretty good! For the first post-baseline cycle in the Commonwealth Accountability Testing System, almost half (554) of Kentucky's 1,182 schools met or exceeded their biennial goals and earned full rewards. Another 138 schools progressed enough to qualify for half-share rewards.

I congratulate all who made gains toward the state's challenging goal of proficiency by 2014. You have shown Kentucky some encouraging trends:

- Six schools passed the proficiency point – a score of 100 on a 140-point scale – 12 years ahead of the target date of 2014. Not all of these schools (identified on Page 1) are where you might expect them to be. Their achievements affirm our belief that all children in all schools in all communities can learn, given adequate time, opportunity and support.

- Schools that set high baselines back in 1998-2000 are climbing even higher, some at a double-digit pace. They quell any concerns that high-scoring schools are certain to “stall out.”

These schools continue to find ways to improve.

- In 22 districts, every school has earned rewards or is progressing. Some of these districts are small, some are not, but all are providing the kinds of support and encouragement that educators and students need to succeed.

Not all schools are where they want to be. Ninety schools (less than 10 percent of the total) are in the accountability system's assistance categories. Over the next two years, all will receive help in some form from the Department of Education. The 30 lowest-performing schools will receive scholastic audits and the onsite resources of highly skilled educators.

The encouraging thing is that there are fewer schools in assistance than some had predicted. Consequently, the department can maximize the time and resources devoted to each school. After scholastic audit and review teams work with schools to identify the specific areas that need improvement, the department will talk with school and district staffs to determine exactly what kinds of assistance will be most beneficial to each school. Department of Education service teams are trained and ready to provide that assistance. The teams are

poised to work *with* these schools, not bring solutions *to* them.

The department also will help the 508 schools that didn't qualify for assistance but are not moving ahead at a rate that will get them to proficiency by 2014. By making effective decisions and plans now, these schools could be in the “Meets Goal” category two years from now.

Certainly, there are concerns. One is that some grade levels are lagging behind. Elementary schools in all regions of the state are making progress, averaging an accountability index of 71.9. However, high schools (at 67.7) and middle schools (at 68.3) remain farther from the goal.

Also, too many of our high school students are dropping out. I'll be talking with the state board, with high school educators and with our education partners to see how we can improve services to keep our high school students in school and engaged in learning.

Another concern is the achievement gap that occurs in varying degrees, from mild to severe, at virtually every school. Gaps separate not only majority and minority student populations but cohorts based on disability, gender and

socioeconomic status. We have a problem in the way we educate children who are different, and we must solve that problem.

Educators throughout the state are analyzing data – a *lot* of data – to plan for future action. Some are celebrating, some are disappointed, and some are discouraged. No matter where your schools are in the index listings, I hope you will think of today as a starting point. Schools throughout the state are making giant leaps, so we know that *every* school can make giant leaps. Not every strategy works for all schools, but all schools can find strategies that work.

I'm already anticipating even better news when scores come in two years from now, and I'm eager to work with you to make that happen.

To respond to the commissioner on this topic, or to request direct assistance with school improvement, contact Gene Wilhoit at (502) 564-3141 or [gwilhoit@kde.state.ky.us](mailto:gwilhoit@kde.state.ky.us).

Accountability system information and data, including individual school and district scores, are available on the Department of Education's Web site at [www.kentuckyschools.org](http://www.kentuckyschools.org).

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# Kentucky schools are progressing

Continued from Page 1

### How rewards are determined

Scores from the Kentucky Core Content Tests in 2001 and 2002 as well as scores from the 2001 and 2002 Comprehensive Test of Basic Skills (CTBS/5) tests and non-academic data are components of each school's accountability index. The 2001-2002 accountability cycle marks the beginning of expanded performance judgment categories.

Accountability indices place schools in one of three main categories: Meets Goal, Progressing and Assistance. The assistance category is further divided into subcategories to determine appropriate assistance.

Schools are eligible for rewards when their accountability indices meet or exceed their biennial goals. Schools also must meet the dropout rate and novice reduction requirements that are part of state education laws.

Schools must have an average dropout rate of less than 5.3 percent over the biennium or an average rate that is at least one-half percent lower than its average rate for the previous biennium. Schools with biennial average dropout rates of more than 6 percent do not receive rewards. Schools also must reduce the percentage of novice students to receive rewards. By 2014, only 5 percent of each school's students can be in the novice category.

### Additional rewards

This accountability cycle marks the

first time schools will receive rewards for passing recognition points. When a school's accountability index passes 55, 66, 77, 88 and 100 on the growth chart, the school earns an extra share of reward money as a one-time recognition if the dropout rate and novice reduction requirements are met. In addition, each school receives a flag designating the level(s) it has passed.

A school can pass more than one recognition point during an accountability cycle. Middle Fork Elementary in Magoffin County passed three recognition points during this accountability cycle. Middle Fork, profiled in the February 2002 issue of *Kentucky Teacher* for improving test scores last year, moved from a baseline of 51.9 in 1998-2000 to an index of 80.5 in 2000-2002.

The highest-scoring 5 percent of all schools that have reached the fourth recognition point (88) and meet the dropout rate and novice reduction requirements are now designated "Pace Setters." They receive one share of rewards if they are not already receiving other rewards. Forty-six schools are Pace Setters for this accountability cycle with indices ranging from 88.1 to 107.8 (see box).

More test information, including individual school and district scores and disaggregated data, are available on the Department of Education's Web site at [www.kentuckyschools.org](http://www.kentuckyschools.org).

Pace Setter Schools	
(Highest-scoring 5 percent of all schools that have reached the fourth recognition point – 88 – and met the dropout rate and novice reduction requirements)	
DISTRICT	SCHOOL(S)
Anchorage Ind.	Anchorage Elementary*
Barren Co.	Eastern Elementary
Bowling Green Ind.	Potter Gray Elementary, T.C. Cherry Elementary, W. R. McNeil Elementary
Boyle Co.	Woodlawn Elementary
Clark Co.	Providence Elementary, Strode Station Elementary
Daviess Co.	Country Heights Elementary, Deer Park Elementary*, Eastview Elementary, Highland Elementary, Philpot Elementary, Sorgho Elementary, Utica Elementary
Fayette Co.	Clays Mill Elementary, Maxwell Elementary, Meadowthorpe Elementary, Veterans Park Elementary, SCAPA at Bluegrass
Ft. Thomas Ind.	Woodfill Elementary, Highlands Middle, Highlands High
Graves Co.	Farmington Elementary
Hancock Co.	Hancock Co. Middle
Jefferson Co.	Audubon Traditional Elementary, Greathouse Shryock Traditional Elementary, Hite Elementary, Lowe Elementary, Schaffner Traditional Elementary, duPont Manual High, Louisville Male Traditional High
Johnson Co.	Central Elementary*
Marion Co.	West Marion Elementary
McCracken Co.	Reidland Elementary
Oldham Co.	Buckner Elementary, Camden Station Elementary, Centerfield Elementary, Goshen Elementary*, Liberty Elementary*, North Oldham Middle*
Pike Co.	George F. Johnson Elementary
Powell Co.	Bowen Elementary
Rockcastle Co.	Roundstone Elementary
Walton-Verona Ind.	Walton-Verona Elementary
Model Lab	Model Lab Middle

\* Indicates schools that have reached or exceeded proficiency: 100 on a 140-point scale

## Teachers Talk! Comments from Educators about Education

### Topic: 'Teacher's Lounge'

Just wanted to let you know that I think the idea of a "lighter look ..." via a cartoon format (Page 13, August issue) is a great idea, but I am greatly distressed at the first attempt. The suffering and death of classroom pets, especially due to neglect by those adults who bring them into the classroom, is inexcusable and definitely not something to be taken "lightly." These animals are often used to teach compassion, kindness and responsibility to the children in our charge. Let's hope that these same qualities are present in those teachers ultimately responsible for the safety and



health of the animals that enrich their classrooms, their teaching and the lives of their students. Again, a great idea but most disturbing subject matter.

Judy Mattingly  
Elementary Special Education  
Resource Specialist, Fayette County

### Editor's Response:

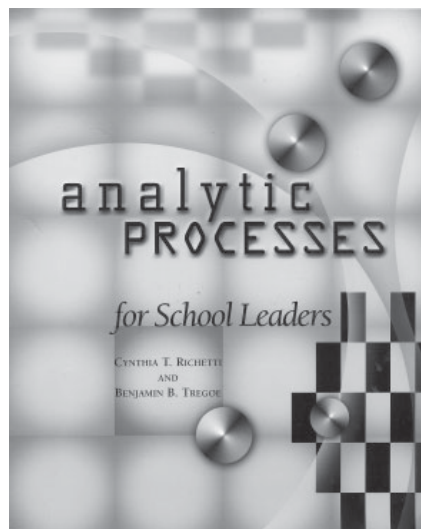
I'm sorry that our first cartoon upset you. The dozen or so educators who reviewed the piece for us in advance thought it would be an appropriate way for *Kentucky Teacher* to acknowl-

edge that summer (considered "teacher vacation time" by many in the general public) is often a time of intensive professional development for teachers. Like you, we recognize the importance of classroom pets and would never endorse the mistreatment of animals. In fact, our artist took great care to indicate the teacher's distress over the lost pets and how she had memorialized each of them.

To all readers: We welcome your ideas for "Teacher's Lounge." Send them to [kyteacher@kde.state.ky.us](mailto:kyteacher@kde.state.ky.us).



During an intensive three-week professional development program to prepare for direct assistance to Kentucky schools, state-level educators met in groups to study books about improving public education. The following reviews came from two of those groups.



## Analytic Processes for School Leaders

By Cynthia T. Richetti and Benjamin B. Tregoe  
Paperback: 137 pages;  
Association for Supervision and Curriculum Development; ISBN 0871205165; July 2001

Our book study group agreed that this book is a valuable and useful resource for administrators, teachers, students and other stakeholders. Using tools described in this book, administrators can handle complex issues using simple problem-solving techniques; teachers can learn time management and student motivation techniques plus higher-order thinking strategies; students and others can strengthen organization and decision making skills.

The book uses acronyms to outline four steps in the rational thinking process:

1. Decision Analysis – SELECT: State

the decision. Establish and classify objectives. List alternatives. Evaluate alternatives. Consider risk. Trust your work and pick a winner.

2. Potential Problem Analysis – PLAN: Predict potential problems. List likely causes. Agree on preventive actions. Note contingent actions.

3. Problem Analysis – FIND: Focus on the problem. Identify what is and is not. Narrow possible causes. Determine the true cause.

4. Situation Appraisal – SCAN: See the issues. Clarify the issues. Assess priorities. Name next steps.

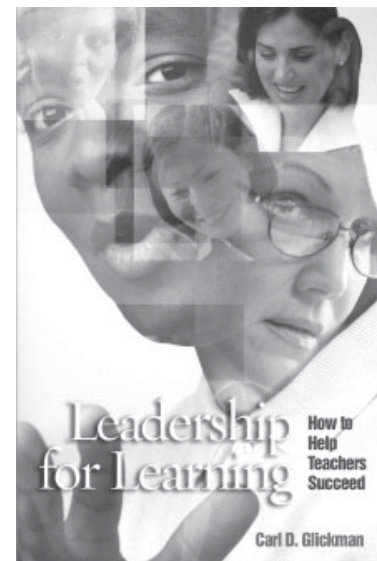
Our group recommends this book to educators, students and others as an essential tool in developing skills in rational thinking and fact-based decision making.

*Submitted by Lida Craft  
Division of Federal Program Resources  
Kentucky Department of Education*

## Leadership for Learning: How to Help Teachers Succeed

By Carl D. Glickman  
Paperback: 150 pages;  
Association for Supervision and Curriculum Development; ISBN 0871205963;  
January 2002

In this work, Glickman proposes a conceptual model for increasing student learning. His model presents elements



of influence in concentric circles with student learning at the center. Immediately outside the center are the elements of content (curriculum), methods (instruction) and assessment. These three elements comprise the domain of the teacher, and it is within this domain that educational leaders work to facilitate teacher growth as professional practitioners of the art and science of teaching.

The majority of this work deals with identifying and explaining the influences that lie in the circle outside the immediate domain of the teacher, because these are the elements that the education leader can directly impact in working with the individual teacher. These influences include focus (having every teacher pay attention to learning goals, observations and student work), methods, and structures and formats (including clinical supervision, peer coaching, critical friends, action research teams and other structures that can be one-on-one interactions or group interactions).

Glickman presents a continuum that encompasses approaches and behaviors the instructional leader may draw upon when working with individual teachers. He outlines four approaches: nondirective, collaboration, directive-informational and directive control. He aligns 10 characteristic behaviors with each approach and invites the reader to administer a self-assessment survey to help determine a dominant approach.

Glickman provides criteria for assessing a teacher's stage of development and identifying the structures and formats that might be most appropriate for

that teacher. His general stages include “teacher dropouts” (low in commitment and abstract thinking skills), “unfocused workers” (high in commitment but low in abstraction), “analytical observers” (high in abstraction, low in commitment) and “professionals” (high in both).

Glickman concludes by explaining the outermost circle of his model. This level contains the elements of evaluation, school renewal priorities and professional development. He offers a list of “guiding questions” designed to address each area of the models influencing student learning.

I recommend this book for beginning school administrators, especially newly selected assistant principals. This is a good book for discussion within a school's administrative team as a professional development activity, possibly as a portion of a personal professional growth plan.

*Submitted by Ted Pearce  
Highly Skilled Educator*

## Read any good books lately?

Has a recent professional development book, journal or online resource impressed you? Let other teachers know about it! Send us your review for possible publication in a future issue of *Kentucky Teacher*.

Please include this information:

- your name, district, school and title plus your e-mail address and phone number in case we need clarification
- the title and publisher (and Web address, if appropriate) of the resource you are reviewing
- a brief description of what the resource offers and why you recommend it – or don't recommend it
- if you recommend it, for whom? (Teachers at certain grade levels? Administrators? Parents? Others?)

E-mail your review to [kyteacher@kde.state.ky.us](mailto:kyteacher@kde.state.ky.us). By submitting it, you are automatically granting permission for possible editing and publication. You will have an opportunity to review edits before publication.



# Pathways to PROFICIENCY 03

KENTUCKY TEACHING & LEARNING CONFERENCE

## Plan to present at KTLC? Proposals accepted through Oct. 31, but those in by Oct. 4 get priority consideration

If you plan to be a presenter at the Kentucky Teaching and Learning Conference (March 6-8 in Louisville), time is drawing short to submit your presentation proposal. To maximize your chances of being selected, you need to have your proposal to the Department of Education by 4 p.m. on Oct. 4.

Conference coordinator Kay Anne Wilborn said the deadline is important because conference organizers need time to ensure that all presenters have the space and resources they need to make every session effective. This event, the state's major professional development opportunity for public school educators, offers workshops and discussions covering any teaching, learning and school management concept that connects with Kentucky's Standards and Indicators for School Improvement and higher levels of student achievement.

Because many Kentucky teachers and administrators have been busy getting the school year off to a good start, and because they will spend much of September analyzing and responding to Commonwealth Accountability Testing System data, Wilborn has agreed to accept proposals until Oct. 31. However, she notes that proposals received by Oct. 4 will receive priority consideration.

The conference staff will evaluate each presentation proposal based on its relevance to student learning, connections to Kentucky's various standards, the qualifications of the presenter and other criteria.

Proposal information and the required submission form are available online at [www.kentuckyschools.org/comm/ktlc2003.asp](http://www.kentuckyschools.org/comm/ktlc2003.asp). Direct questions about the process to Cheryl Sanders at (502) 564-3421, (800) 533-5372 or [csanders@kde.state.ky.us](mailto:csanders@kde.state.ky.us).

**KTLC 2003  
March 6-8, 2003**

**Kentucky International Convention Center, Louisville**  
**Theme: "Pathways to Proficiency"**  
**Information: [www.kentuckytlc.org](http://www.kentuckytlc.org) or [ktlc@kde.state.ky.us](mailto:ktlc@kde.state.ky.us)**  
**Hotel reservations: [www.pkghlrss.com/events/7333/7333.html](http://www.pkghlrss.com/events/7333/7333.html)**

## Max is big, friendly and full of information



What do a sheep dog and Kentucky public school data have in common?

Both are part of Max, the online data system recently launched by the Kentucky Department of Education to help teachers, administrators, policy makers and the general public make informed, data-driven decisions about teaching and learning in classrooms throughout the state.

Both Max the dog and Max the data system are big and friendly, say the system's managers, but don't let the image of a reposing sheep dog mislead you. Max the data system is anything but inactive. When Max is fully functioning, it will be the gateway to an enormous amount of data collected from local school districts and by the Department of Education, the Education Professional Standards Board and the Council on Postsecondary Education. In the near future, teachers will have access to individual student data from a secure online location, said Karen Waugh, director of the department's Division of Data Policy Management and Research. Student information will be protected much like banks protect account information for online banking.

"Teachers will also be able to query Max to profile groups of students. They can find out, for example, if proficient students are taking Advance Placement classes or participating in extended

school services," Waugh said. "Once all components are in place, Max can provide longitudinal profiles of students to show if their work in public school has prepared them for higher education coursework. That will help teachers and administrators discover what they need to do to best serve students."

Visitors to the department's Web site at [www.kentuckyschools.org](http://www.kentuckyschools.org) can access Max from the pull-down menu.

After more than a year and a half in development, Max became active in September with the release of the Commonwealth Accountability Testing System scores. Using the Max site, educators have access to other department Web pages offering information on these topics:

- student attendance
- per-pupil spending
- teacher and administrator certification
- mailing labels

More information will be added at scheduled, six-month intervals. Major releases of new data, reports and major system enhancements will occur each January and July. Minor releases will happen each April and October.

"We encourage visitors to the site to tell us what they want to see in the future," Waugh said. "We want Max to meet the data needs of schools and districts."



### Inside Kentucky Schools

A Kentucky Department of Education Production

**30 minutes of news and features about education in Kentucky**

- Second and fourth Saturday of every month at 5 p.m. Eastern/4 p.m. Central on KET
- Second and fourth Sunday at 3 p.m. Eastern/2 p.m. Central on KET2

Please check TV listings for air times on local cable stations.

For program information, visit [www.kentuckyschools.org/comm/mediasvcs/](http://www.kentuckyschools.org/comm/mediasvcs/)

# Picture This!

## Photos can inspire young writers of all ages and abilities

By Donna Burch,  
Pulaski County Schools  
and Kristi Jenkins,  
Somerset Independent Schools

*Editor's Note: Donna Burch teaches 6th-grade language arts at Southern Pulaski Middle School. Kristi Jenkins teaches English III and AP English at Somerset High School. They presented their "Picture This" project at the National Council of Teachers of English convention in 2001. Through this article, they share their successful idea with teachers throughout Kentucky.*

If a picture is worth a thousand words, most students would happily submit a snapshot rather than write a short story any day. We have developed a way for students to gain inspiration from photos as they produce personal writing and fiction.

We call the process "Picture This: Using Personal Pictures to Get Better Student Writing." We believe in the power of photos to unleash ideas for young writers of all ages and writing abilities.

### From Donna Burch . . .

I began using the "Picture This" approach with 7th-graders who were struggling through the writing portfolio process. As my students used word processing skills and technology to authenticate their transactive writing, they experimented with journalistic style and pasting photos into their feature articles. I called on a professional photographer friend to assist the students in making good choices with photos to enhance their writing. The photographer and the study of photos were popular with the students.

The biggest hurdle for my 6th-graders was finding topics for both personal writing and short fiction. Although seasoned writers know that writing from one's own experience is invaluable, young writers tend to believe that they have nothing important to draw from their own experiences. The pictures students brought to school helped them see the stories of their lives and opened them up to sharing.

Students designed their own photo collages and presented them to the class. These sharing sessions became pre-writing conferences as students and I asked questions about the photos. I had asked students to use snapshots instead of studio portraits, with an emphasis on pictures of events or circumstances that they themselves could remember. Sharing the pictures and displaying the collages in the room were interesting and fun, but the impromptu pre-writing conferences unlocked the doors to story ideas.

One student shared a picture from a family vacation at the beach. As she responded to our questions about the photo, she shared that it had been the first time she had seen the ocean, how awed she had been by its magnitude and how the raw power led her to consider her place in the world. Such insights came often as students talked about the pictures of their lives.

Because the project was so successful with my 7th-graders, I continue to use it now that I'm teaching 6th-grade students.

### From Kristi Jenkins . . .

I teach English III and AP English at Somerset High School. My young writers produce significant amounts of prose and poetry to fulfill the literary elements of the senior portfolio. The seniors have written extensively through three years of strong writing instruction, but many have reached a plateau. Many express frustration with creative stagnation. They have often mastered their favorite genres and rely too heavily on points of view, plots and character-types that have brought them success in the past.

"Picture This" forces students to consider, in a most literal way, the elements of point of the view and representation of the subject. In the process of capturing the moment, they are able to apply those elements to their writing.

My students use photos as the basis for journals, stories, poetry and other forms of free writing. I encourage them to use a variety of pictures representing different stages of their lives and including different people, places and events that have shaped their lives. Working with the pictures involves spending a few minutes just looking at them, remembering the details of the event or time, and thinking about the people and places represented. The students free-write based on a series of questions I pose as they look through their pictures. I encourage them to answer the questions that fit their circumstances and ignore those that don't. The questions are simply ways to get them thinking.

While they are writing, they may hear me ask a question that stimulates a new line of thought. If that happens, they may skip some space and begin again, following that new thought. This way, they are likely to have enough of the free writing down to be able to return to those ideas.

As they become more and more comfortable working with the pictures, I ask harder questions about the snapshots of their lives. They begin to look at their lives as a collection of images woven into a story.



Photos by Rick McComb

Somerset High School student Whitney Alderdice and teacher Kristi Jenkins look at photos Whitney brought from home for the "Picture This" project. Snapshots become starting points for personal writing and fiction.



# Young writers of all ages and abilities

One student shared a picture from a family vacation at the beach. As she responded to our questions about the photo, she shared that it had been the first time she had seen the ocean, how awed she had been by its magnitude and how the raw power led her to consider her place in the world. Such insights came often as students talked about the pictures of their lives.

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Like the middle school students, the high-schoolers find that pictures provide a link to the subject of a personal narrative or essay. For example, a young woman had a picture of herself with her grandfather. He was wearing overalls and had a bandana in the front pocket. She began writing about him being a farmer and her memory of always seeing him in overalls. Soon she was led to write about visiting her grandfather's house after his death and taking one of his bandanas as a remembrance. Working through family pictures can be an emotional experience – sometimes healthy and cathartic, but sometimes painful and difficult. More than one student has been moved to tears. If you try "Picture This" in your classroom, be prepared for raw emotion. Be prepared for powerful writing.

## *In General . . .*

"Picture This" is adaptable to a variety of instructional settings and for innumerable writing levels. Teresa Head, who teaches special education at Somerset High, has adapted it to fit the needs of her program with great success.

The unit has also been successful for middle school special education students who are collaborating within a language arts class as they used visual skills to begin breaking down fears of writing. Creating their collages gave these students a foundation on which to build more successful writing.

Although we believe in the instructional value of "Picture This," there can be problems. For example, there may be students who do not have access to family snapshots. Some may bring pictures that for any number of reasons are not appropriate for the project. Issues of economic inequity and peer pressure may arise when students bring photos of unusual experiences and exotic locations.

Teachers who anticipate these problems could suggest that students include pictures that fit their lives. For example, a picture of a dog similar to a student's own dog is better than no picture of a beloved pet. Some teachers have provided cameras and film for each student to take home for one night to shoot three shots for the project.

If you are going to display the pictures and collages, warn older students to screen their pictures before bringing them to



In a "Picture This" session, Somerset High School student Amy Honeycutt (top photo) chuckles as snapshots remind her of moments from her childhood. Adam Eads (bottom photo) writes in teacher Donna Burch's class at Southern Pulaski Middle School, where students will participate in "Picture This" activities later this year.

school. Remind them that certain shots of spring break or parties, for example, are not acceptable.

In "Picture This," the pictures are really about the people in them and the moments that are captured. This unit is about sharing the stories of our lives and picturing the life journeys we've traveled.

If you have questions about "Picture This," contact Donna Burch at (606) 679-6855 or [dburch@pulaski.net](mailto:dburch@pulaski.net) or Kristi Jenkins at (606) 678-4721 or [kjenkins@somerset.k12.ky.us](mailto:kjenkins@somerset.k12.ky.us).

# 52-year veteran of teaching calls career his ‘calling’

By Joy Barr  
Kentucky Department of Education

He must be doing something right. Dale Faughn, age 76, has been teaching for 52 years in Caldwell County Public Schools. His high school honors students grasp down-to-earth, practical ways of learning science.

“I want my students ready for the outside world,” Faughn says emphatically to a visitor in his classroom. “I require a lot of them. I require quality work. People tell me I was a KERA teacher before there was KERA.”

Faughn likes to think of his biology classroom as a place of learning. He uses an integrated curriculum approach with his students. For example, his students may create characters from any of the five biological kingdoms and produce their own comic strips with biology themes. He uses writing and poetry to show the interrelationship of biology with other disciplines, and students especially seem to like his classroom debates.

Faughn strives to create a desire for learning within his students. He uses the textbook as a teaching resource but relies heavily on more creative approaches and resources.

Faughn’s love for teaching (he calls it his “calling”) extends beyond the classroom. He and his wife donated \$35,000 to start an endowment to pro-

vide scholarships for Caldwell County students planning to become teachers. “I looked forward to the day that I could be on the giving end,” he said. “I imagine that it makes me feel as good as the person who receives it.” His classroom is full of student work proudly displayed around the room. He has Kentucky Education Reform Act principles and state standards hanging throughout the classroom so students know what is expected of them.

To contact Faughn, call Caldwell County High at (270) 365-8010 or send e-mail to [dfaughn@caldwell.k12.ky.us](mailto:dfaughn@caldwell.k12.ky.us).

Faughn is one of four Kentucky teachers who received the Presidential Awards for Excellence in Mathematics and Science Teaching for 2001. This is the nation’s highest recognition for teaching in these content areas. It is administered by the National Science Foundation. Watch future issues of *Kentucky Teacher* for features about the other teacher recipients.

For information about the Presidential Awards for Excellence in Mathematics and Science Teaching, call mathematics consultant Ann Bartosh or science consultant Jackie Hensley at (502) 564-2106; or send e-mail to them at [abartosh@kde.state.ky.us](mailto:abartosh@kde.state.ky.us) or [jhensley@kde.state.ky.us](mailto:jhensley@kde.state.ky.us) (or through the KETS global list).

## *An award-winning teacher comments on assessment of student learning*

The purpose of assessment in my classroom is really two-fold: Not only am I assessing my students’ learning, but, just as importantly, I am assessing my teaching performance. These two aspects of assessment can really never be totally separated. My long years of teaching experiences have shown me that I don’t always do an excellent job with every lesson that I teach. At times I have found that I have made a test too hard or too easy, or that I minored on details instead of the major points. This is a humbling realization, but it is nonetheless true.

If all of my students were clones, perhaps I could use only one kind of assessment day in and day out, which would make my task of teaching considerably easier. On the other hand, to be a successful teacher, one has to realize the diversity of the class that one is teaching. Some students learn primarily with their ears, while others learn primarily through their eyes, and many learn primarily with their hands. Therefore, in assessing, I must try to reach them all with a variety of assessment methods. Learning to empathize with my students has surely helped me a great deal. I really like the old saying and think that it is true: “Nothing succeeds like success.” I am convinced that students are much more likely to achieve success if a variety of assessments is offered.

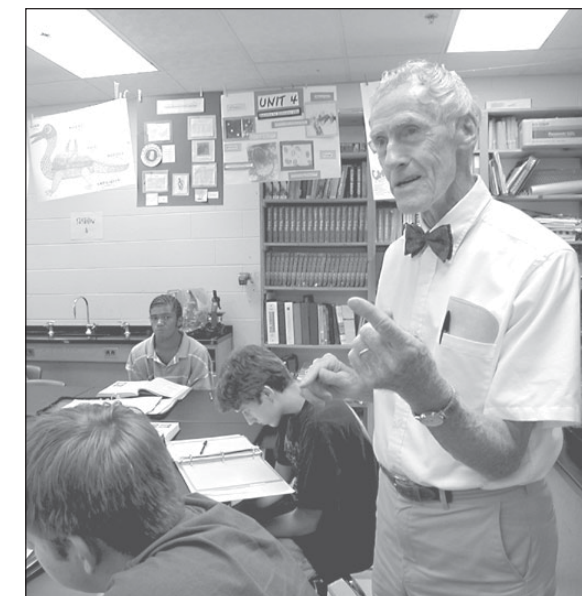
*Dale Faughn,  
Teacher, Caldwell County High School  
Recipient: Presidential Award for Excellence in Science  
Teaching, 2001*



Dale Faughn, who has 52 years of teaching experience, guides William Larue in a biology class at Caldwell County High School.



Faughn, a recent recipient of the Presidential Award for Excellence in Science Teaching, says sofas in his classroom give students a place to talk about their ideas in a relaxed and open way.



Faughn says successful teaching depends on recognizing the diversity of students and their learning styles.

Photos by Rick McComb



## Learn how bluegrass music can be a tool for teaching and learning

The International Bluegrass Music Association will host a teacher workshop, "Teaching Core Content and Connecting with Learners with Bluegrass Music," on Oct. 19 from 8:30 a.m. - 5:30 p.m. (EDT) at the Galt House in Louisville.

There will be no charge to teachers to attend this workshop, but participants who want to build a 2-string banjo/mountain dulcimer and tin can wash-tub bass will need to bring \$12 to cover the cost of the kits. Teachers who complete the course will receive a certificate for professional development credit plus a free one-day pass to the Bluegrass Fan Fest, scheduled for Oct. 18-20 at the Galt House.

John and Gilda Shortt, recently re-

tired educators from the Daviess County school system, will coordinate the workshop, along with Tom Kopp from the Department of Teacher Education at Miami (Ohio) University and IBMA Special Projects Director Nancy Cardwell.

Professional musicians will present vocal and instrumental demonstrations. The workshop will offer hands-on, participatory lesson plans based on the history of bluegrass music and the music and influences that pre-date bluegrass.

Register by calling (888) 600-4262 or (270) 684-9025 or by contacting Nancy Cardwell at [nancyc@ibma.org](mailto:nancyc@ibma.org). For more information about the workshop and bluegrass music as a teaching tool, visit [www.ibma.org](http://www.ibma.org) and click on "Events and Programs."

### 'Noodles' follows 'Luke' in statewide reading project

Remember last year's "Luke in a Really Big Pickle," a story serialized in many of Kentucky's newspapers?

Kentucky students and teachers enjoyed "Luke" so much that the Kentucky Press Association and the Kentucky Network for Newspaper in Education will sponsor another story project. This fall's project features "Noodles Makes a Boo-Boo." Participating newspapers will publish this seven-week chapter story starting the week of Oct. 14. Sponsors are making learning activities and scrap-

books available for elementary-age students and their teachers and parents.

Check with participating local or area newspapers for details about the series and to request scrapbooks students can use to collect the chapters. Learning activities are available online at [www.kypress.com](http://www.kypress.com).

For the names of participating newspapers, visit the Web site or contact Kriss Johnson at (859) 231-3353; (800) 274-7355, extension 3353; or [kjohnson@kypress.com](mailto:kjohnson@kypress.com).

### Historical Society offers free teaching resources

The Kentucky Historical Society's Community Services Resource Center offers a large selection of resources for teaching the social studies. Books, videos, kits, leaflets and lesson plans are available for loan free of charge to teachers and educational institutions in the state.

The center's holdings include especially good resources on Kentucky history and African-American history, reports Community History Resource Manager Carrie Dowdy. Teachers may borrow most items for one month with the possibility of a one-month renewal.

The Community Services Resource Center is on the third floor of the Old State Capitol Annex in downtown Frank-

fort. Patrons may schedule appointments to browse the collection, or they may search the holdings online and request to have items mailed to them. To search the collections, go to <http://catalog.kyhistory.org/> and click on "Library Catalog." To limit a search to the Community Services Resource Center, select "OSC Annex-Community Services Resource Center" in the Quick Limit Box.

To request additional information or a copy of the circulation policy, contact Carrie Dowdy at (502) 564-1792, ext. 4402; toll-free at (877) 444-7867, ext. 4402; or [Carrie.Dowdy@mail.state.ky.us](mailto:Carrie.Dowdy@mail.state.ky.us).



Photo by Rick McComb

#### A Light Moment

Student Charity Spiegel and principal Hazel Olinger chat as they stroll through a hallway at Deep Springs Elementary School in Fayette County.



## Talk to us!

Kentucky Teacher wants to know what you think, what you need from the Department of Education, what you want to see in future issues.

**E-mail** [kyteacher@kde.state.ky.us](mailto:kyteacher@kde.state.ky.us)

**Phone** (502) 564-3421 or (800) 533-5372  
(toll free in Kentucky)

**Fax** (502) 564-6470

**Write** Kentucky Teacher  
1914 Capital Plaza Tower  
500 Mero St.  
Frankfort, KY 40601



### Seeking a change?

**Teachers:** How can you find out which districts have job openings that match your training, experience and career goals?

**Districts and Schools:** How can you find and pre-screen teachers to fill vacancies?

### Coming Soon! KEPS

#### Kentucky Employment Placement Service

An online service that brings education employers and job seekers together.

Details coming in November in *Kentucky Teacher* and on the Department of Education's Web site ([www.kentuckyschools.org](http://www.kentuckyschools.org))

## Book livestock expo tours now

The North American International Livestock Exposition offers special pricing and materials to school groups who tour what sponsors call "the world's largest purebred livestock show." The event, scheduled for Nov. 9-22 at the Kentucky Fair and Exposition Center in Louisville, will feature more than 20,000 entries, the North American Champion-

ship Rodeo and interactive exhibits.

Curriculum packets are available to all teachers who book tours for student groups. Cost for this program is \$1 per student, teacher or chaperone. Learn more about the event and the related educational program at [www.livestockexpo.org](http://www.livestockexpo.org).





# Bulletin Board

By Joy Barr  
Kentucky Department of Education

## **Civil War Trust offers teaching aids, contests**

The Civil War Preservation Trust offers a two-week Civil War curriculum free to teachers and educators. Designed for grades 5, 8 and 11, the lesson plans can be adapted to many classrooms. The curriculum includes practical and creative ideas for the classroom and for interdisciplinary activities.

The Trust also sponsors a poster and essay contest for students in grades 4-12. The entry deadline is Jan. 31, 2003.

For details, call Jennifer Rosenberry at (888) 606-1400 or visit [www.civilwar.org](http://www.civilwar.org).

## **ACEI announces conference in 2003**

The Association for Childhood Education International will hold its annual conference April 13-16, 2003, at the Hyatt Regency in Phoenix. "Bridging the Gap: Educating the Hearts and Minds of Our Future" is the theme of the conference. For registration information, call (800) 423-3563 or visit [www.acei.org](http://www.acei.org).

## **Fulbright program sends teachers to Japan**

The Fulbright Memorial Fund Teacher Program selects primary and secondary school teachers and administrators to participate in a fully funded three-week study visit to Japan. Primary selection criteria include the educator's overall professional qualifications and ability to share experiences with students and colleagues upon returning to the U.S. Application deadline: Dec. 10.

For more information, visit [www.iie.org/Template.cfm?&Template=/programs/fmf/default.htm](http://www.iie.org/Template.cfm?&Template=/programs/fmf/default.htm)

## **New 'Public Education' publication available**

A new Department of Education publication, "Public Education in Kentucky," is available on the department's Web site ([www.kentuckyschools.org](http://www.kentuckyschools.org)). It provides an overview of the five core principles that support the state's education system and explains how Kentucky puts those beliefs into practice through various education programs.

To obtain a print version, contact JoAnna Crim in the Office of Communications at (502) 564-3421 or [jcrim@kde.state.ky.us](mailto:jcrim@kde.state.ky.us).

## **We the People competition set**

The sixth annual "We the People...the Citizen and the Constitution" statewide competition is scheduled for Feb. 17, 2003, at the Holiday Inn in Frankfort. The competition, sponsored by the Kentucky Supreme Court and the Administrative Office of the Courts, is part of the "We the People..." national scholastic program for teaching students about the U.S. Constitution and the Bill of Rights. School teams compete in annual mock congressional hearings.

For details, contact Rachel Bingham, Administrative Office of the Courts, at (800) 928-2350 or [RachelB@mail.aoc.state.ky.us](mailto:RachelB@mail.aoc.state.ky.us).

## **Prichard Committee offers free parent/citizen guide**

"Kentucky School Update: A Parent/Citizen Guide for 2002-2004," published by the Prichard Committee for Academic Excellence, is available for download free of charge at [www.prichardcommittee.org](http://www.prichardcommittee.org).

## **Initiative seeks to break Spanish language barriers**

Hispanic Outreach Initiative, sponsored by the National PTA, seeks to remove some of the language and cultural barriers that might keep Hispanic families from participating in their children's education. The initiative offers bilingual resources and a new mentoring program to encourage family involvement. For information about a variety of Spanish-language resources, visit [www.pta.org/parentinvolvement/spanish/index.asp](http://www.pta.org/parentinvolvement/spanish/index.asp).

## **Want to add fun to instruction and maybe win money for your school?**

Your school could win a \$1,500 environmental education grant if one of your students (grades 1-8) wins the "Commonwealth Cleanup Week" poster contest sponsored by the Kentucky Natural Resources and Environmental Protection Cabinet. Students can win prizes, too.

New units of study on solid waste are available online to help teachers prepare students for the contest. These units and contest entry materials are available at [www.kyenvironment.org](http://www.kyenvironment.org) (click on "Education"). Entries are due Feb. 14, 2003. For details, or to request teacher materials in print form, contact Kerry Holt at (502) 564-2282 or send e-mail to [kerry.holt@mail.state.ky.us](mailto:kerry.holt@mail.state.ky.us).

## **Season will include five plays at Lexington's Theatre for Children**

The new season at Theatre for Children at Lexington's Thoroughbred Center includes these performances:

- Just So Stories, Nov. 16, 11 a.m.
- The Snow Queen, Dec. 14, 11 a.m.
- Sarah, Plain and Tall, Feb. 22, 11 a.m.
- Ferdinand The Bull, March 29, 11 a.m.
- The Big Adventures of Stuart Little, April 27, 4 p.m.

Call (859) 293-1853 or visit [www.TheThoroughbredCenter.com](http://www.TheThoroughbredCenter.com) to request information or make group reservations.

# Kentucky Teacher™

OCTOBER 2002

## Back Page/Front Burner Starting Points for Local Discussions About National Education Issues

### • Social/Moral Leadership

In “The School Administrator,” nine essayists explore the importance of paying attention to a school’s social/moral environment and how schools can nourish the inner life of students in ways that honor the separation of church and state and the deeply held beliefs of families and teachers.

[www.aasa.org/publications/sa/2002\\_09/contents.htm](http://www.aasa.org/publications/sa/2002_09/contents.htm)

### • Student Advocacy Toolkit

When educators do not create effective channels of communication with legislators, the media and community members, others define the education policy agenda. This resource offers the basics for planning a student advocacy campaign and tips for communicating with policymakers and the media.

[www.ascd.org/advocacykit/](http://www.ascd.org/advocacykit/)

### • School Choice?

School choice, as written into federal law, was intended to provide an alternative for students in ineffective schools while spurring competition for reform. This article concludes that the most efficient way to improve education for millions of children is by fixing the schools they already attend.

[www.washingtonmonthly.com/features/2001/0209.russo.html](http://www.washingtonmonthly.com/features/2001/0209.russo.html)

### • ‘Color Line’ Awareness Test

Seattle teachers took a test that included questions about apartment hunting, harassment in stores, images on TV, paying with personal checks, traffic stops by police and buying “flesh”-colored bandages. The awareness exercise was part of the school district’s effort to do something about the “achievement gap,” the persistent difference in scores between white and minority students.

[http://seattlepi.nwsourc.com/local/84562\\_race28.shtml](http://seattlepi.nwsourc.com/local/84562_race28.shtml)

### • Students and Teasing

A new study asked a nationally representative sample of students: “If you could make one change that would help stop the violence that young people experience today, what would that one change be?” Many young people pointed to an inescapable culture that rejects diversity and celebrates sameness. Young people described teasing that goes beyond playfulness, put-downs and cruel gossip as real violence to them and as triggers for physical violence.

[www.familiesandwork.org/askthechildren.html](http://www.familiesandwork.org/askthechildren.html)

Source: Public Education Network  
[www.publiceducation.org](http://www.publiceducation.org)  
All links accurate at press time

**Kentucky Department of Education • Gene Wilhoit, Commissioner**  
Visit the Kentucky Department of Education’s Web site: [www.kentuckyschools.org](http://www.kentuckyschools.org)

News for the Nation’s Most Innovative Educators

# Kentucky Teacher™

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